確認問題
309

大学別・難関大 CHECK TEST

東北大学 英語の特徴と対策 確認問題集

東北大型の確認問題22問。長文の内容説明・比喩の説明・整序、講義後の会話への意見英作文、指定の形での英訳を書いて解く。

元のチートシートへ

月　日　名前　／22問

表で解いて、裏で答え合わせ。まちがえた所は元のシートへ。

Ⅰ 次の英文を読み、設問に答えよ

[1] Not long ago, a traveler who did not speak the local language had to rely on gestures, phrase books, and the patience of strangers. Today, a free app can translate a menu, a street sign, or an entire conversation in seconds. Some people now ask a question that would have seemed absurd(ア) a generation ago: is there still any point in learning a foreign language? [2] Supporters of translation technology argue that the answer is increasingly no. For most practical purposes, such as ordering food or asking for directions, machines are already good enough, and they are improving rapidly. Why spend years studying grammar, they ask, when a device in your pocket can do the job instantly? On one side stands the efficiency of the machine; on the other, the slow and often frustrating effort of the learner.(イ) [3] Language teachers, however, point out that this argument treats language merely as a tool for exchanging information. Communication involves much more: humor, politeness, and the unspoken assumptions that shape what people say and how they say it. A translation app may tell you what a word means, but it cannot tell you why your host smiled when you used it. Learning a language, in this view, is less like buying a map than like walking the streets yourself.(ウ) The learner does not just acquire a set of words but gradually comes to see the world, at least partly, through the eyes of other people. [4] There is also a practical concern. People who depend entirely on machines are at their (1) when the battery dies or the connection fails. (2), relying on an app in a delicate(エ) situation, such as a medical emergency or a business negotiation, can lead to costly misunderstandings that a human speaker would have avoided. [5] The real question, then, may not be whether machines will replace language learning, but what kind of learning will remain valuable once they can handle routine tasks.

1 下線部(ア) absurd の意味に最も近いものを選べ。

a ancient　b reasonable　c serious　d ridiculous

2 空所(1)に入る最も適切なものを選べ。

a best　b mercy　c ease　d will

3 空所(2)に入る最も適切なものを選べ。

a Otherwise　b Nevertheless　c Instead　d Moreover

4 下線部(エ) delicate の意味に最も近いものを選べ。

a pleasant and relaxing

b needing to be handled with great care　c having a light taste

d easily forgotten

5 According to paragraph [2], what do supporters of translation technology believe?

a Machines can already handle most everyday communication tasks.

b Travelers should depend on the patience of strangers.

c Machines will never be able to translate conversations.

d Studying grammar is the fastest way to learn a language.

6 What is the author's main point in paragraph [5]?

a Translation apps should be banned in schools.

b Language learning is no longer necessary for anyone.

c Machines will soon replace all language teachers.

d As machines take over routine translation, we should reconsider what makes language learning valuable.

Ⅱ Ⅰの英文について、次の問いに答えよ

7 第2・3段落で、翻訳技術の支持者と語学教師は、言語をそれぞれどのようなものと考えているか。両者を対比して日本語で説明せよ。

8 下線部(ウ)はどういうことか。比喩が何を表しているかを明らかにして日本語で説明せよ。

9 下線部(イ)を日本語に訳せ。

10 日本語に合うように( )内の語を並べかえよ。その奨学金のおかげで、彼女は何年も夢見ていた大学で学ぶことができた。The scholarship (at / dreamed / enabled / had / her / of / she / study / the / to / university) for years.

Ⅲ 次の会話文を読み、設問に答えよ

(After a lecture on online learning, Ken talks with Professor Sato.) Prof. Sato: So, Ken, what did you think of today's lecture? Ken: It was interesting. Actually, I think all lectures should be recorded and posted online. Then students could review the difficult parts as many times as they need. Prof. Sato: That's a fair point. But some of my colleagues worry that if lectures are available online, students will stop coming to class. Ken: Maybe some would. But is attendance really the goal? What matters is whether students learn the material.

Prof. Sato: I see what you mean. Still, I think something is lost when students only watch videos. In the classroom, they can ask questions on the spot and bounce ideas off(オ) each other. Those discussions often lead to the most important insights. Ken: Hmm, I hadn't thought of that. But students with part-time jobs or long commutes would really benefit from recordings. Prof. Sato: True. Perhaps the answer depends on what kind of class it is.

11 下線部(オ) bounce ideas off each other の意味に最も近いものを選べ。

a share ideas and get each other's reactions
b repeat the professor's ideas　c avoid talking to each other
d argue angrily with each other

12 Which best describes Professor Sato's position?

a Classroom discussion has a value that videos cannot fully replace.
b Students with part-time jobs should not take classes.
c Attendance is more important than learning the material.
d All lectures should be recorded and posted online.

Ⅳ 英語で書け(最初の問いはⅢの会話についての意見英作文、残りは指定の語を使う和文英訳)

13 Ken と佐藤教授のどちらの考えに賛成か。理由を2つ挙げて60〜80語の英語で書け。

14 インターネットのおかげで、地方に住む学生も有名な教授の講義を受けられるようになった。(enable を使って)

15 どんなに忙しくても、授業の復習は1日10分でも続けるべきだ。(however を使って)

16 大学に入って初めて、私は自分で学ぶことの大切さに気づいた。

Ⅴ 空所に入る最も適切なものを選べ

17 Many scientists ＿＿ the rise in sea levels to global warming.

a attend　b attribute　c attract　d attitude

18 The company improved its ＿＿ so that products reach customers within a day.

a logos　b logic　c lyrics　d logistics

19 The store checks its ＿＿ every month to see which items need to be reordered.

a inventory　b invention　c intervention　d inventor

20 After months of talks, the two companies finally struck a ＿＿.

a bonus　b budget　c bargain　d discount

21 Expensive watches are not ＿＿ more accurate than cheap ones.

a necessary　b needless　c necessity　d necessarily

22 In this job, what matters is not speed ＿＿ accuracy.

a but　b than　c or　d and

1 **d　ridiculous**
一世代前なら「ばかげている」と思われた問い。would have seemed(思われただろう)と、今は真剣に問われている対比から。reasonable(筋の通った)は逆。

2 **b　mercy**
be at the mercy of ～＝～のなすがままだ。電池切れや接続の失敗にお手上げになる。at one's best(最高の状態で)・at one's ease(くつろいで)も熟語だが文脈と逆。

3 **d　Moreover**
機械に頼る問題点①(電池・接続)に、問題点②(微妙な場面での誤解)を追加。Nevertheless(それでも)は予想に反する内容が続く時。

4 **b　needing to be handled with great care**
例が医療の緊急時や商談→慎重な扱いが必要な(微妙な)状況。「繊細な味」の意味もあるが、知っている意味で文意が通らなければ文脈で別の意味を選ぶ。

5 **a　Machines can already handle most everyday communication tasks.**
For most practical purposes … machines are already good enough の言い換え。「見知らぬ人の忍耐に頼る」は第1段落の昔の話で、支持者の主張ではない。

6 **d　As machines take over routine translation, we should reconsider what makes language learning valuable.**
not A but B で「機械が学習に取って代わるかではなく、どんな学びが価値を持ち続けるか」が本当の問い。結論の段落は then(それでは)で全体をまとめる。

7 **支持者は言語を情報をやりとりする道具と考え、実用には機械で十分だとする。一方、語学教師は、言語にはユーモアや礼儀、言葉にされない前提など情報以上のものが含まれ、学ぶことで他者の目で世界を見られるようになると考えている。**
採点ポイント:① 支持者＝情報交換の道具・機械で十分 ② 教師＝情報以上のもの(ユーモア・礼儀・暗黙の前提)③ 学ぶ意味＝他者の目で世界を見る。対比の問いは両側を書く。片方だけは大きく減点。

8 **言語を学ぶことは、地図を買うように語の意味という情報だけを手に入れることではなく、自分で街を歩くように実際にその言語を使う経験を通して、相手の考え方や文化を理解していくことだということ。**
採点ポイント:① 地図を買う＝意味(情報)だけを得る＝翻訳アプリ ② 自分で歩く＝自ら使って体験する ③ less A than B＝Aというより B。後ろの文(他者の目で世界を見る)まで使ってまとめる。

9 **一方には機械の効率のよさがあり、もう一方には、学習者の時間がかかり、しばしばもどかしい努力がある。**
採点ポイント:① On one side stands S は倒置(主語は the efficiency)② on the other の後は stands が省略 ③ on one side ～ on the other …の対比を訳に出す ④ frustrating＝いらだたしい・もどかしい。

10 **The scholarship enabled her to study at the university she had dreamed of for years.**
述語動詞 enabled を決め、enable O to do の型に。the university を後ろから she had dreamed of(関係代名詞の省略)が修飾する。前置詞 of が節の最後に残る形に気づけるかがカギ。

11 **a　share ideas and get each other's reactions**
bounce A off B＝AをBに当ててはね返す→考えをぶつけて反応をもらう。直後の Those discussions(その議論)が言い換え。argue angrily は「怒って」が言い過ぎ。

12 **a　Classroom discussion has a value that videos cannot fully replace.**
something is lost when students only watch videos と、教室での質問・議論の価値が教授の立場。録画を全面的に支持するのは Ken。会話の2つの立場を区別してから意見を書く。

13 **I agree with Ken that lectures should be recorded and posted online. One reason is that students can review difficult parts at their own pace. For example, when I do not understand a math explanation, I could watch it again before the next class. Another reason is that recordings help students who cannot always attend, such as those with part-time jobs or long commutes. Therefore, I believe recordings make learning fairer for everyone.**
採点ポイント:① 誰に賛成かを1文目で ② 理由を2つ(One reason is that／Another reason is that)③ 例・まとめを接続語でつなぐ ④ 60～80語。短文の羅列にしない。教授に賛成でも理由2つが明確なら可。

14 **The internet has enabled students living in rural areas to take courses taught by famous professors.**
採点ポイント:「～のおかげで…できるようになった」は無生物主語＋has enabled O to do。「地方に住む学生」は students living in rural areas(後置修飾)。「講義を受ける」は take courses taught by ～ か watch lectures given by ～。

15 **However busy you are, you should keep reviewing your lessons, even if only for ten minutes a day.**
採点ポイント:however＋形容詞＋S＋V(However busy you are)。However you are busy の語順は誤り。「～し続ける」は keep ～ing。「10分でも」は even if only for ～。

16 **It was not until I entered university that I realized the importance of studying on my own.**
採点ポイント:It was not until ～ that …。「～の大切さ」は the importance of ～ing か how important it is to ～。enter は他動詞で enter into university は誤り。シンプルな構造で書く。

17 **b　attribute**
attribute A to B＝AをBのせい(おかげ)とする。attitude(態度)は名詞で、つづりが似た読み違えの定番。A to B の形が決め手。

18 **d　logistics**
商品を1日で届ける→物流。logistics を logic(論理)と取り違えるのが典型的な誤読。企業の話なら物流、と文脈で決める。

19 **a　inventory**
再注文が必要な品を調べる→在庫。invention(発明)とつづりが似ている。店・倉庫の話なら在庫。

20 **c　bargain**
strike a bargain＝取引をまとめる。bargain は「お買い得品」だけでなく「取引・協定」の意味がある。値引きと決めつけない。

21 **d　necessarily**
not necessarily＝必ずしも～とは限らない(部分否定)。more accurate を修飾するので副詞が必要で、形容詞 necessary・needless、名詞 necessity は入らない。not always も同じ意味。

22 **a　but**
not A but B＝AではなくB。速さではなく正確さが大事。than は比較級と組む。和文英訳でも使える型。